

IB ENGLISH LANGUAGE A: LANGUAGE AND LITERATURE YEAR 1

Part 1: Language in cultural context

Topic 1 – Shifting audiences, shifting purposes: Language and Communities

Various texts of multiple text types (speeches, eulogies, political documents, letters, blogs...)

Topic 2 - Shaping and communicating identity: Language and the Individual

Various personal narratives; excerpts of memoirs; *One Man's Meat* - E.B. White

Topic 3 - Two Views: Language and Knowledge

Various paired readings

Part 2: Language and mass communication

Topic 1 - Selecting the Right Spin: Textual Bias

Various essays, advertisements, media coverage of recent world events

Topic 2 – Censorship and Privacy: Media and Ideology

Various non-fiction essays

1984 - George Orwell

IB ENGLISH LANGUAGE A: LANGUAGE AND LITERATURE YEAR 2

Part 4: Literature - critical study

Topic 1: Identity and discovery: Narrative Techniques

Things Fall Apart - Chinua Achebe (PLA) - Summer Reading

Othello - Shakespeare (PLA)

The Great Gatsby - F. Scott Fitzgerald (PLA)

Seamus Heaney poetry (PLA)

Part 3: Literature - texts and contexts

Topic 1 – Social Pressure: Impact of prevailing values and beliefs

Chronicle of a Death Foretold - Gabriel Garcia Marquez (PLT)

Pride and Prejudice - Jane Austen (PLA)

The Crucible - Arthur Miller (PLA)

Part 4: Literature—critical study

Close reading is considered to be a core skill in the understanding and interpretation of literature. By looking closely at the detail of literary texts, students develop awareness of their rich complexities and the intricacies of their construction.

Standard level: Students study two literary texts from the PLA

Higher level: Students study three literary texts from the PLA

Students will be able to meet the following learning outcomes:

- Explore literary works in detail. Points to be considered could include:
 - understand the explicit and implicit meanings in a text
 - identify and situate a text or an extract in the context of a larger work
 - respond to the key features of texts such as language, characterization, structure.
- Analyze elements such as theme and ethical stance or moral values of literary texts.
- Understand and make appropriate use of literary terms

Rhetorical Devices

diction

imagery

detail choice

language (register)

sentence structure

ethos, logos, pathos

repetition



PATTERSON

AllPosters

PLOT – the unified structure of incidents in a story

narrative pace – speed at which an author intends the reader to move through a story

narrative structure – the order in which plot events are recorded

linear chronology – arrangement of events from most-past to most-present

flashback – interruption of story's chronology to describe previous incidents

framed story – a story inside a story

“in medias res” – in the middle of things

foreshadowing – introduction of hints and suggestions early in story to anticipate later developments



DRAMATIC STRUCTURE – the organization of the conflict

conflict – struggle between opposing forces in a story

internal conflict: person vs. self

external conflict: person vs. person
person vs. nature
person vs. society

exposition – background information

rising action – set of conflicts which lead to the climax

climax – turning point of action

falling action / denouement – action following climax moving toward resolution

resolution – sorting out of the complications of the plot





CHARACTER –

imaginary person that inhabits a literary work



direct characterization – development through author's description

indirect characterization – development through actions, speech, thoughts, and others' views

protagonist – main character in a story

antagonist – character/force against which a main character struggles

dynamic/static characters – character that does/does not undergo a change in attitude

round/flat character – character that is/is not well developed in a story

foil characters – two characters that parallel each other by contrast

POINT OF VIEW – frame of reference from which a story is told



first person – narrator is character, reveals own thoughts/feelings and observations

third person objective – narrator is outsider who can only report observations, no thoughts

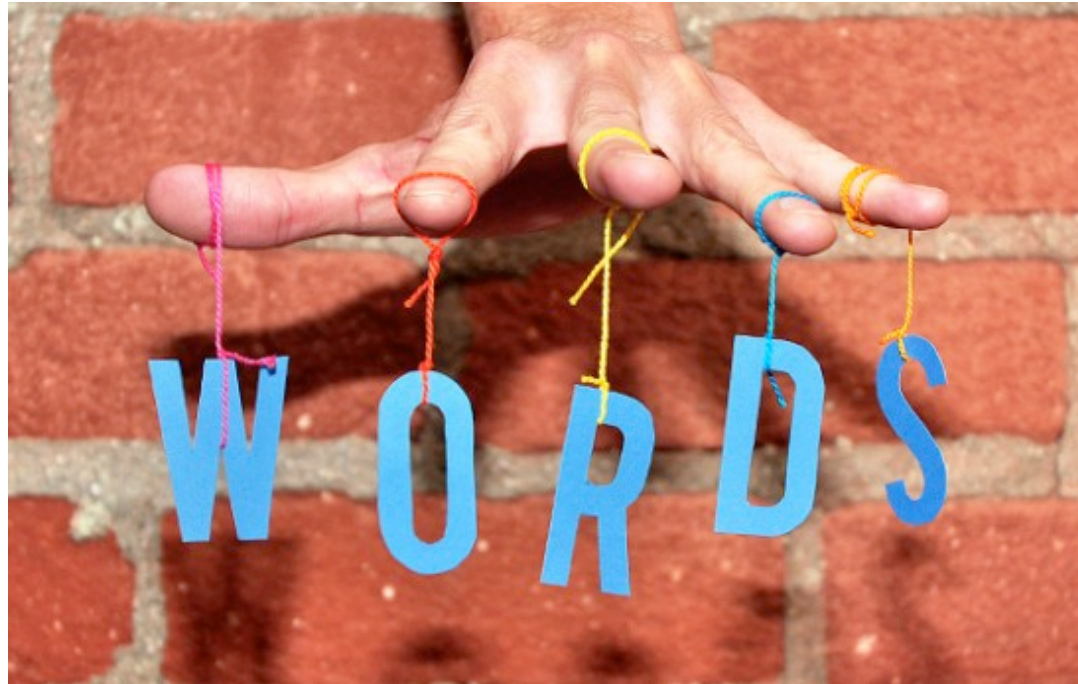
third person limited – narrator is outsider who reveals the thoughts of one central character

third person omniscient – narrator is outsider who can enter the minds of all characters

SETTING – the time and place in which a story's action occurs



diction – selection of words in a work



tone – implied attitude of author or narrator toward subject/characters

colloquial – mode of language of informal conversation

vernacular – mode of language native to a specific region or country

allusion – reference outside the story, such as to a widely-known historical fact or literary work, character, or event

figurative language – form of language in which writer means

something other than the literal meaning

simile – comparison between unlike things using *like*, *as*, or *as though*

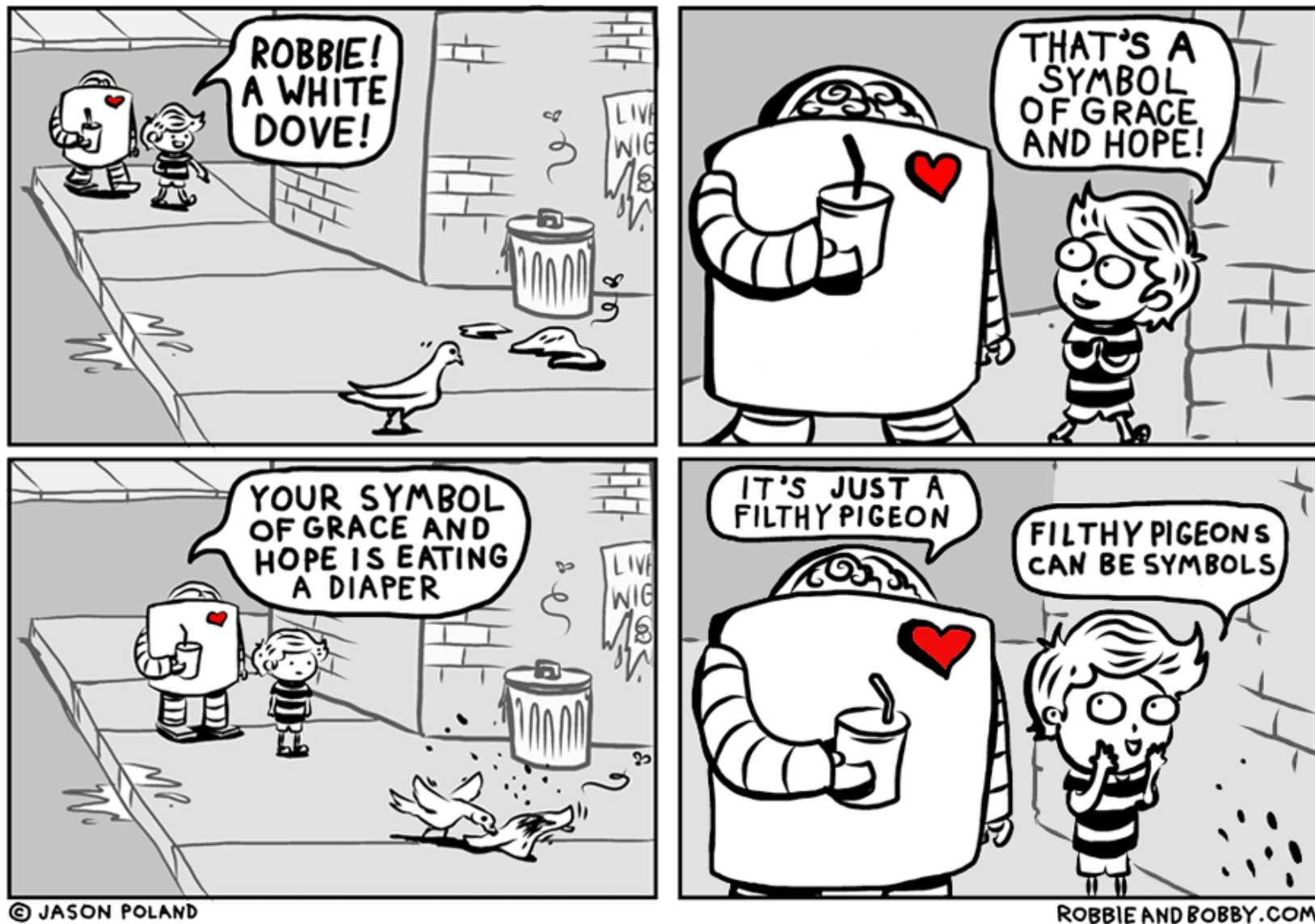
metaphor – direct comparison between essentially unlike things

personification – inanimate object or abstract concept described with human attributes

hyperbole - exaggeration for effect



SYMBOLISM – use of an object or action in a story that means more than itself



IRONY – contrast between what is expected and reality



verbal irony – characters say the opposite of what they mean

dramatic irony – characters speak without knowledge known to reader/other characters

situational irony – discrepancy between what seems to be and what is

THEME – general idea or point of a fictional work



Individual oral commentary

Weighting: 15%

Students are required to engage in a critical examination of a particular extract drawn from a work that has been studied in part 4 of the course. The text should not exceed 40 lines. In addition to the text for commentary, students should be given a copy of two guiding questions at the beginning of the preparation time.

Student should aim to explore significant aspects of the extract, showing knowledge and understanding of the extract and its use and effects of literary features. Students will be provided 20 minutes of preparation time and two guiding questions to help organize their ideas. Students should communicate in a sustained and organized manner; the commentary should not be a series of unconnected points concerning the text. Students are expected to use a register appropriate to the commentary.

The teacher should allow students to analyze the text without interruption for approximately 10 minutes. The teacher should act as no more than a sympathetic listener, only intervening if students need positive encouragement, are finding it difficult to continue, or fail to comment on the text. At the 10-minute mark, the teacher is expected to engage in a discussion with the student, giving the student the opportunity to expand on particular statements made during the commentary.

Teachers assign a predicted score. Recordings of some individual oral commentaries are sent to the IB for external moderation and score adjustment.

For any provided text, you should be able to identify primary literary techniques that shape meaning in the text, and be able to analyze the effects of these techniques on way a reader understanding the text.

In Things Fall Apart, what primary literary techniques does Achebe use to create meaning in the text?

Literary Devices

diction

choice of detail

characterization

setting

narrative pace

use of conflict

dramatic structure

irony

point of view

foreshadowing

symbolism

use of title/epigraph

For next class:

1. Choose a passage not to exceed 40 lines from Chapters 1-24 of the novel.

2. Prepare notes analyzing the literary technique present in this passage.

3. Set one guiding question on what is happening or being discussed in the text, and one question on the language used. The questions should:

- offer a possible starting point for the commentary
- relate to one of the most significant aspects of the text
- refer to general details only, not to specific details in a particular line of the text
- allow the student to explore all significant issues dealt with in the text
- encourage the student to focus on interpretation of the text.

4. Practice giving a 10-15 oral commentary that responds to your questions and explores significant aspects of the text.

Sample guiding questions

1. What atmosphere is the writer trying to create in the text?
2. How does the structure correspond to the overall meaning of the text?
3. How does the narrator's point of view influence the reader's understanding of text?
4. What does this text tell us about the relationship between X and Y?
5. What is the main theme or idea in this text, and how has it been developed?